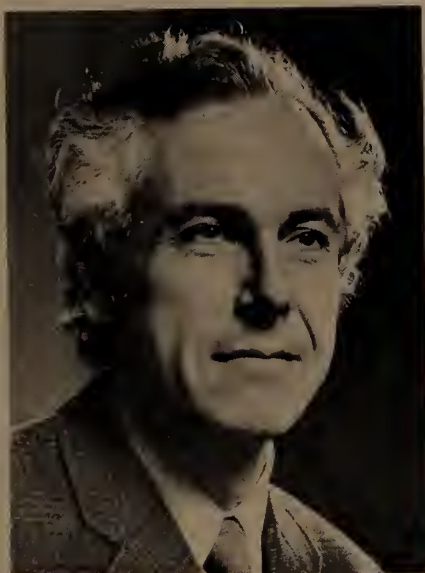




Professor R. M. H. Shepherd



Professor H. C. Eastman



Professor John E. Dove



Dr. J. C. Laidlaw

## University community starts voting on who will be its governors

With seven professors in by acclamation — their photographs are on this page — ballots will be in the mail this weekend for decisions on the eight students and seven members of the teaching and administrative staffs who will join them on the Governing Council July 1. Photographs of all candidates are in this issue.

The staff and student elections close at 4 p.m. March 13. Nominations for the eight alumni seats must be in the hands of the Secretary of the alumni College of Electors by midnight two days later. Counting the Chancellor, elected last spring by mem-

bers of Senate who had themselves been elected by alumni, 31 of the 50 seats on the Governing Council go to members elected by the University's own estates.

Disappointment felt when campus nominations closed February 7 without response from the Graduate Students' Constituency II was wiped out soon after nominations for this single-seat constituency were reopened February 14 at the direction of Board Chairman W. B. Harris. Nomination papers had been filed for six candidates before the new deadline, February 21. See page 7.

### WRIGHT REPORT IS REVIEWED IN PRESIDENT'S COUNCIL

## It attacks our ideals, high standards and ignores the search for knowledge

At its Feb. 14 meeting the President's Council discussed the Draft Report of the Commission on Post-Secondary Education in Ontario, in order to provide the Acting President with ideas that might be incorporated in the University's response.

On the general philosophy of the report, it was suggested to the Council that a consistent philosophy can be discerned underlying several recurrent themes. The report places great emphasis on practical as distinct from theoretical concerns, on social as distinct from academic values, and on an extended part-time work-cum-study pattern as distinct from concentrated full-time study. The report attacks traditional values that academics have cherished, such as the need for standards and the ideal of excellence. It dismisses or ignores the scholar's dedi-

cation to work on the frontiers of knowledge, the role of the university as critic of society, and the resulting importance to a free society of academic freedom, both personal and institutional.

All of this is entirely consistent with the conception that motivated the Cultural Revolution in China, much of which is now appearing in the writings of Illich. The reason that students and professors were sent down to the countryside or into the factories was to break down the barriers between "education" and "life" or "work" — an aim which the Wright Commission specifically embraces. What seems to us to be anti-intellectual in the report is, from the Commission's point of view, anti-Mandarin, anti-traditional.

There is undoubtedly a great deal in post-secondary education that is Man-

darin-like and needs to be reformed, and many of the reforms proposed in the report should be welcomed. But the public should think carefully about the implications of this particular change in direction in the philosophy of post-secondary education. One of these implications is the fate of research. Another, perhaps the most far-reaching, is the power to be exercised by government, which would take direct control of admissions and curriculum.

The portion of the report that deals with accessibility owes much to the Committee of Presidents' brief, *Towards 2000*. The tenor of the Council's discussion was that strong agreement should be expressed with the Commission's emphasis on broader accessibility and on greater flexibility within the post-secondary educational system. Here as elsewhere in the report the stated principles seem to be impeccable, but the detailed recommendations require much clarification. For instance, the many suggestions for new institutions to be established in different parts of the province have no

(Continued overleaf)



Dr. Edward A. Sellers



Professor W. B. Coutts



Professor Michael F. Grapko

## Wright debate: note the dates

To permit the fullest possible discussion and expression of opinion on the Wright Commission report, there will be campus-wide sessions for staff and students on Tuesday, Feb. 29, and a plenary session of all University estates — staff, students, alumni, and administration — on Tuesday, March 7. The Faculty Association is sponsoring a public debate between two professors and two members of the Commission on the 29th, and teachers are authorized to cancel classes, where practical, to encourage student participation in SAC-organized meetings.

**FEBRUARY**  
**29**

11.10 a.m., Medical Sciences Auditorium. Principal John Robson, Victoria College, and Prof. Arthur Kruger, Political Economy, will debate with Dr. Reva Gerstein and Dr. Douglas Wright, chairman, of the Commission on Post-Secondary Education. The audience will be invited to ask questions.  
11 a.m.-2 p.m. — Students invited to attend meetings arranged by SAC for discussion of the Wright report.

**MARCH**  
**7**

3 p.m., Convocation Hall. University-wide discussion of selected parts of the Wright Commission report. Comments are to be contributed to the program by representatives of the University administration, the teaching staff, the students, and alumni. Acting President John H. Sword says participation in this discussion and in those of Feb. 29 "is important in the interest of the University", and he has authorized suspension of classes where practical. For more details, see page 3.

### Photographs of candidates

Page 4: The nine candidates for two Administrative Staff seats.

Page 5: The eleven candidates for five Teaching Staff seats.

Page 6: The five candidates for two Part-time Undergraduate seats.

Page 7: The eight candidates for two Graduate Student seats.

Pages 8 and 9: The fifteen candidates for four Full-Time Undergraduate seats.

### Staff benefits improved

A number of major improvements have been made in the University's staff benefit plans, including increases in payments to pensioners who retired in 1970 or earlier. The same rate of increase applies to widows' pensions. See page 12.



# Wright Report attacks our ideals and high standards

(Continued from page 1)

estimates of the costs that would be entailed. And it is not at all clear whether a university will retain any right to decline to accept part-time students, including secondary school students, who wish to attend more than one post-secondary institution, in sequence or simultaneously. Regarding the proposed testing and evaluation service it was pointed out that it is strange indeed that such a service is being proposed on a provincial basis at the very time that the Ontario Government and the Council of Ontario Universities are giving what is probably a death-blow to the national SACU tests. On the whole, however, the "accessibility" section is the strongest part of the report — imaginative, challenging, devoted to the individual and public interest.

Accessibility of finances, on the other hand, is very dubiously provided for. The grant-loan scheme recommended in the report seems not to be an improvement over the existing Ontario Student Awards Programme, which the report dismisses without evaluation. The most serious flaw in the proposed scheme is that its provision of grants to support students from needy families is for three years only — thereafter they would have to go into debt. This would keep most of such students out of the longer courses of study, including graduate and professional courses.

On the "Manpower and Education" section, it was pointed out to the President's Council that the statement: "Experience does not indicate any stable or easily predictable link of educational achievement with future employment" is not so at the post-secondary level. Individuals who achieve high standing relative to others in their courses later also predominate disproportionately in social and economic life. This is not sur-

prising because intelligence and application are necessary for both achievements. This is why employers look at educational achievement as the best single predictor of future performance and will doubtless continue to do so as long as educational institutions responsibly evaluate the work of their students.

The report recognizes the difficulty of foreseeing the type of jobs that will be available in future and the skills they will require. Knowledge today is inadequate to this forecasting task. The proposed Human Resources Commissions might make an important contribution to progress in this field if their research were better run than that in other institutions in the same field, notably the Department of Manpower. The important point is that the Commissions cannot provide guidance to educational institutions and individuals until they have made substantial progress in research and that their practical impact on manpower planning is far in the future if it is to be significantly beneficial.

The difficulty of forecasting the precise nature of future jobs and their distribution indicates that educational emphasis should be on the side of basic disciplines and general principles rather than their specific applications.

Changes in job requirements support the Commission's concern that further education be available for older members of the labour force. However, the Commission places too much emphasis on the desirability of returning to education because it overlooks the costs of educating older people which reside in the facts that part-time education when added to full-time work is inefficient, that the cost in the form of income forgone in educating more senior and productive workers on a released time basis is higher, and that the pay-off period on the training in the remaining

work-life of older people is shorter.

The higher cost of educating older people supports the view that individuals should get their education early and therefore "sequentially", contrary to the Commission's view. The unforeseeable nature of future demand for skills commands emphasis in education on general principles and basic subjects. Changes in the state of knowledge and job requirements make especially necessary courses for continued training, such as the M.Eng. program at the University of Toronto, many of which should be specific and short.

On the subject of financing post-secondary education, it was pointed out that the enrolment in universities rose from 4.9% of the 18-24 age group in 1951-52 to 13.7% in 1971-72, and the Commission predicts 19% in 1981-82. Universities should therefore give warm support to the recommendations for alternatives if they want to continue to be places where motivated, eager, scholarly people will be able to come and work together. There should be alternatives to post-secondary education, and within post-secondary education there should be alternatives to the university.

The proposed separation of research from education is arbitrary and ill-based. The supplementary report produced for the Commission on the cost of post-secondary education has not appeared, but even without it one can deduce that the Commission has decided that the teaching component is a one-hour lecture plus two hours of preparation, and the work week on teaching is 30 to 40 hours; *all the rest is designated as research*. Something like 60 to 70% of our total operating expenses is assigned to education, and that part would continue to be assigned precisely as in the past. The other 30 to 40%, the research money, is to be granted on a "stable, long-term

basis", based on "the over-all research performance of the institutions".

Whether this can be made to work is an open question, without seriously degrading the quality of scholarship and research in the provincial institutions. Performance leads to criteria being established, and criteria leads to numbers of papers published, numbers of patents, support from NRC, DRB, etc. — a rat-race, with the emphasis on quantity rather than quality.

The recommended governing structure was the focus of the sharpest criticism. The President's Council was told that, although the text of the report is critical of meddlesome bureaucratic controls and rejects the California model of a single governing board for the whole system as leading to bureaucratization and homogenization, its actual recommendations are designed to ensure the achievement of both. Under the Senior Advisory Committee (which is practically an extension of the Department of Colleges and Universities), the Co-ordinating Boards are extremely powerful instruments for government direction. The Co-ordinating Board for Universities would have effective jurisdiction over admissions and curricula and the ability to enforce co-ordination — a concentration of powers in a central government body that is unusual in allegedly free societies. Moreover the Board has only minimal representation from the groups most closely concerned.

Council members suggested that besides the response from the Acting President, individuals and groups should be encouraged to contribute to the public dissemination and discussion of the ideas in the report, being as constructively critical as possible, pin-pointing specific places where clarification or modification is necessary, and putting forward alternatives.

## Heavy going for the Wright Report as debate begins

P. M. Wright

Since reading the Draft Report, I have become increasingly disturbed by its apparent rejection of any effective university autonomy. This is particularly evident in Recommendation 52 where there is not a single reference to the right of a university. In fact, it would seem that the Commission is proposing that there be a single university in Ontario in all but name.

The Commission's attack on university autonomy is unfortunate especially when one considers the many recent successes of participatory planning. However, its undisguised rejection of sequential attendance and its desire to eliminate the present esteem of universities is even more serious.

On Page 16 of the Report, the following appears "... we consider the sequential nature of school attendance to be undesirable and unnecessary." Although one can accept the argument that universal and sequential attendance is undesirable and unnecessary, it is indefensible to argue that all sequential attendance is to be avoided. There are two possible ways in which a professional can gain the combination of theoretical and practical that is required.

(a) By absorbing both together over a period of years as suggested by the Report.

(b) By first learning the essential theoretical fundamentals and then gaining the necessary practical experience.

As noted, the first alternative is evidently favoured by the Commission and for many people and some professions it may well be an acceptable approach. However, the second alternative is definitely the better method for training professionals in fields where the theoretical component is particularly demanding.

On page 20, the Report states that "... the problem lies in the failure of some of our post-secondary institutions to achieve "parity of esteem" with the university. Much of what the Commission is recommending throughout this report is aimed at correcting this disparity."

In this, as in many other parts of the

*The first letters received in the University's written debate on the exposure draft of the Wright Report — the Report of the Commission on Post-Secondary Education in Ontario — begin on this page. The Bulletin opened its columns to this subject at the request of the Faculty Association. Contributors should avoid personal references, strive for brevity, and follow the other rules for Letters to the Editor in the public press.*

Report, the Commission has allowed its idealistic impulses to overrule a more realistic assessment of the situation. One cannot force "esteem" in education any more than one can in athletics or music. Those able to excel will earn greater esteem than those less able.

Whether there should be "parity of esteem" is another matter. Society as a whole will decide for itself what is most deserving of its social esteem. It is far safer to encourage esteem for educational achievements than for other possibilities such as military or monetary achievements.

P. M. WRIGHT  
Associate Professor  
Department of Civil Engineering

R. M. H. Shepherd

On reading this report, one is immediately struck by a variety of shortcomings which would be surprising in a research paper prepared by a single student in a relatively short period of time, and which are disturbing in a work of so many hands over so long a period, produced at so great a cost. (This is currently estimated at \$1,370,000, and one may wonder whether it will not finally exceed this figure — what with "study visits" to Cuernavaca to consult the oracle of Illich, which no doubt inspired recommendation 68!)

The poor quality of the draft can be seen both in the confusions and contradictions of its thought and in the general sloppiness of its style, which ranges from banal flannelette catch-phrases to pious incantations and evangelical diatribes. (See especially pages 9 and 10.) Confusions may be seen in its ambivalent attitudes to examinations (bad if "elitist", good if anti-elitist), bureaucratization and degrees, while there is a fundamental contradiction between its "egalitarian

populist" social philosophy and the implications of an authoritarian, possibly totalitarian, structure. There is also a note of phoney radicalism which is hardly consonant with the more cautious tone of the introduction (see page 6) with its warnings against "revolutionary measures".

It is disheartening to find an apparent anti-intellectual bias pervading a report which is concerned with the future of higher education. It is my impression that the words "intellect" and "intellectual" appear nowhere in its 112 pages, while phrases like "academic excellence" and "high standards" are hedged about with inverted commas which suggest both distaste and fear of contamination. In this connection, a passage on page 50, following Recommendation 69, is revealing: "The continuing availability of premium scholarships in other jurisdictions obliges Ontario (my italics) to offer like awards in order that we do not (sic) lose an intolerable proportion of our most academically gifted people". Such concern for the academically gifted here seems forced upon Ontario by other less enlightened provinces and countries, since the whole tenor of the Report favours the apotheosis of decent mediocrity.

Perhaps the most astonishing omission from the Report is the lack of any description or even definition of the various "abuses" and "evils" in post-secondary education for which it sets out to prescribe remedies. One gets the feeling that the treatment was determined upon before any careful diagnosis of the illness had been made. So far as the universities are concerned, one suspects that their major error may be their emphasis on the intellectual aspects of education and the pursuit of excellence — insofar as these characteristics are still to be found in the universities of Ontario. One must presume that the Commission drew the line

at so blunt a declaration, perhaps feeling that the time was not yet quite ripe. The real educational abuses, such as poor and uninspired teaching, impersonality of structure and administration, and overspending on buildings, "plant" and frills as a substitute for the reality of education itself, are nowhere referred to. This omission suggests a lack of serious concern with the quality of the education which is to be made accessible to all, provided in many alternative forms, made financially and even academically accountable to the public, etc.

Finally, a few specimens of loaded or careless language:

On page 12: "... we view all forms of post-secondary education as equally important". No comment!

On page 20, they "regret the obsession many people have with paper credentials". This could be re-stated as "reasonable interest in the kinds of knowledge and the intellectual calibre indicated (in symbolic shorthand) by the record of an individual's fields of study and achievement".

On page 21, they speak of "excessive amounts of post-secondary education designed primarily to serve as an initiation process for an increasingly rigid social structure." "Primarily" is unfair, because it overstates the case, while it is simply false to describe the social structure of Ontario as "increasingly rigid" in 1972. One senses a general conviction that desire is more valuable than ability, good intentions more important than actual competence — a principle less directly fatal in education than in surgery, but ultimately even more dangerous.

In a discussion of limited enrolment on page 22, the attempt to achieve academic respectability by introducing a lonely Latinism founders in absurdity, since "numeris clausa" implies "a female person (or thing) enclosed by numbers" — hardly the same as a quota (numerus clausus), but perhaps obscurely anticipating the subject of discrimination against women in the next paragraph!

Of course, not everything in the Re-

(See page 8, col. 1)



# Senate defers action on access to Robarts Library stacks

The Senate on Feb. 11 deferred discussion of access to the stacks in the John P. Robarts Library. Before that time the Senate expects to have a report from the Library Council on the work of a Council sub-committee now studying the problem. If the report is received in time, the issue of access will be on the agenda for the March 10 meeting of Senate.

The Senate took this decision immediately after receipt from a group of students of a letter calling for a special meeting of Senate immediately after Reading Week (which was last week) to "act on this demand", which was that "the full University community and the public be given access to all facilities of the John P. Robarts Research Library". Earlier, on Feb. 11, about 200 stu-

dents met in Convocation Hall to decide what should be done about the ruling of the Library Council that access to the stacks in the Robarts Library, when it is opened next year, should be limited to faculty and graduate students. Undergraduate students would have borrowing privileges at the Robarts Library and their own collection in Sigmund Samuel Library.

As the students entered Convocation Hall, each received a copy of a statement issued by Acting President John H. Sword. The statement, which was read to the gathering by Robert Spencer, president of the Students' Administrative Council, follows:

"The question of access to the stacks of the Robarts Library has been referred by the Library Council to a committee under the chairmanship of Professor P. L. Heyworth. The committee has been asked to investigate this question as a matter of urgency.

"Policy in this area, therefore, is not yet formulated, and will not be formulated until the Library Council and the Senate have received the Heyworth Committee's report.

"Assumptions on which planning has been based are as follows:

"(1) that all campus libraries should continue to be available to all students with due recognition of the special needs of some categories of readers;

"(2) that particular care should be taken to conserve the irreplaceable material that will be housed in the Robarts Library;

"(3) that stack-access in the Robarts Library should not be an automatic privilege but should be granted to undergraduates on an individual basis according to priorities of need; and

"(4) that the Sigmund Samuel Library should become a first-class central facility especially developed for undergraduate students both full-time and part-time."

Robin Ross, Vice-President and Registrar, who is secretary of the Senate, explained to the student meeting that the matter of the library was not on the Senate agenda for that night, that, as Dr. Sword had said, a sub-committee of the Library Council was looking into the problem, and the subject could not be raised at the February meeting without approval of the Senate members present.

Later, at the Convocation Hall meeting, those present, whose numbers by that time had dropped to about 140, decided to organize a campaign seeking campus-wide and community support for full access to the stacks and to send a deputation to the Senate meeting.

When the Senate assembled, the SAC president and Bob Bettson, a first year Arts and Science student, handed a letter to Mr. Ross, who, with permission of the meeting, read it. The letter follows:

"Members of the Senate:

"We wish to bring to your attention that more than 7,000 students, through petition, a meeting in the Sigmund Samuel Library, and a meeting today in Convocation Hall have endorsed the following demand:

"That the full University community and the public be given access to all facilities of the John P. Robarts Research Library. This includes open stacks for undergraduates and free access on the basis of need for the general public.

"In view of this sentiment, the meeting today called for a special Senate meeting to be held immediately following Reading Week (after February 21) to discuss and act on this demand.

"Immediate consideration by the Senate of this issue is imperative.

"Any delay will be unacceptable to the student body.

"For the meeting today: Bob Bettson, Garry Neil, Tony Leah, Zoya Stevenson, Michael Kaufman, Katie Curtin.

"For the Students' Administrative Council: Bob Spencer, President; Philip Dack, Vice-President.

"For the Graduate Students' Union: Stephan Kogitz, President."

After some discussion, Senate adopted this motion by Dean Thomas Howarth, Faculty of Architecture, Urban and Regional Planning, and Landscape Architecture:

"That the Senate defer discussion of this important issue until it has received a report from the Library Council which, in turn, will receive a report of its sub-committee; that the report be circulated to all members of the Senate, and that the Senate instruct the Library Council to forward the report of the sub-committee before the next meeting of the Senate."



AT THE UNVEILING of the bust of the late Dr. Ray F. Farquharson in the Medical Sciences Building are Dean A. L. Chute and Dr. Helen Farquharson, Associate Professor, Department of

Medicine, and daughter of the late honoured doctor. This event took place on the occasion of the fifth Ray F. Farquharson Memorial Lecture given by Dr. Kurt J. Isselbacher of Harvard.

## Accessibility: the Librarian submits brief

The Chief Librarian, Dr. Robert H. Blackburn, has submitted the following brief to the Heyworth sub-committee of the Library Council on the matter of access to the Robarts Library stacks:

The purpose of a library is to make knowledge available to people. Different libraries, designed to meet various types of needs, accomplish this most effectively in different ways. A research library achieves it by maintaining a comprehensive collection in useable order, and to do so it must either limit or deny direct access to its shelves. As Prof. Mueller has pointed out in a recent report, "a research library is basically a library in which comprehensiveness always takes precedence over convenience." The Robarts Library is designed to have restricted access to its general stacks, in order to make a large research collection as available as possible to all who have need of it. Nobody has proposed that all undergraduates should be excluded from the stacks, nor that the general public should be denied use of the building or its collections.

The collection which is scheduled to move into the stacks of the Robarts Library is less than half of the University's library holdings. The University of Toronto has more than fifty libraries in its system, each serving a special type of need in a particular way. The system must provide duplicate copies of many titles, and unfortunately in the present library system there is no central place where this can be done in a quick and convenient way. Again, as Prof. Mueller has said: "if a duplicate collection, which total demand requires anyhow, is not maintained as a separate facility with a special service system most appropriate to it, all library users will waste a great deal of time". Present plans are for such a facility to be established in the Sigmund Samuel building as soon as there is space there for it.

### Reasons for restricting stack access

1. Scarce resources should be conserved, to be available now and in the future. By its nature, a research collection is a scarce resource. It is much more than just a large aggregation of books. It is also the thought and work

(See page 6, col. 1)

## March 7: Convocation Hall session on Wright report for all estates

The Acting President, Dr. John H. Sword, has issued the following statement:

To encourage widespread discussion of the report of the Commission on Post-Secondary Education, representatives of alumni, the Faculty Association, the Students' Administrative Council and University administration have endorsed the idea of a University-wide discussion of selected sections of this important statement, to be held in Convocation Hall on Tuesday, March 7, at 3 p.m.

In advance of that meeting, arrangements are being made to hold smaller meetings of students and staff at convenient locations on the St. George Campus between 11 a.m. and 2 p.m. on Tuesday, Feb. 29. Location of, and further details concerning, these meetings will be given later.

Other meetings to discuss the report are being announced.

The possible importance of this controversial document can scarcely be exaggerated. Every member of the University is urged to become acquainted with the substance of the report and to make his or her views known through one or other of the many discussions taking place. Staff and student participation in the meetings on Feb. 29 and on March 7 is important in the interest of the University and cancellation of classes is authorized where this appears to be practical.

(Copies of the report are available at the Queen's Printer Bookstore, 880 Bay St., at Grosvenor. A summary of the recommendations affecting universities appeared in the *Bulletin* on Jan. 28.)

## February 29: Faculty will debate report with two commissioners

In conjunction with the Acting President's announcement regarding a voluntary withdrawal of classes on Feb. 29 between 11 a.m. and 2 p.m. the University of Toronto Faculty Association is arranging an open debate between two faculty spokesmen, Principal John Robson of Victoria College and Prof. Arthur Kruger of the Department of Political Economy and two members of the Commission on Post-secondary Education: Dr. Reva Gerstein and Dr. Douglas Wright, Commission chairman.

The debate will be held in the Medical Sciences Auditorium at 11.10 a.m. and will be concluded at 1 p.m. Each speaker will have not more than 12 minutes and the floor will then be thrown open to the audience for questions and comments before each speaker is allowed a final rebuttal.

The Faculty Association is very anxious to bring home to its members the importance of this report and the possible consequences it could have on the future of the University. A special committee is preparing a brief that has already been considered in draft form by the UTFA Council and which will be presented to the Commission on its first hearing in Toronto on Feb. 28. Copies of this brief

and of the report will be distributed to all members of the Association and others who may ask for them.

## Conference being held on late Ch'ing novel

Today and tomorrow there will be a conference sponsored by the Department of East Asian Studies on Chinese novels written during the first decade of this century — the late Ch'ing novel.

On the first day invited speakers will report on their particular work in late Ch'ing novels. Reports by the research team in the department will follow: one each on the narrator's point of view, plot, character, and setting in late Ch'ing novels; one comparing late Ch'ing characteristics with earlier Chinese fiction; one applying the structural method of one late Ch'ing novel as a whole. The remaining time will be devoted to criticism and discussion of all reports, and suggestions for further study. Hopefully students of stylistics, modernization, other literatures, and Chinese history will contribute to the discussion.

The conference will take place in the sunroom of Falconer Hall, 84 Queen's Park Crescent, Free.



## 9 candidates contesting 2 Administrative Staff seats

Withdrawal of his candidature by John N. T. Potvin has left nine in the running for the two seats allotted to the Administrative Staff on the Governing Council. ("Administrative Staff" means the employees of the University, University College, the constituent colleges and the federated universities who are not members of the teaching staff thereof.) The candidates are:

KEITH R. BOWLER  
ROYDEN CHARLES GOLDING  
BARRY GRINGORTEN  
WILLIAM KENT  
JOHN H. PARKER  
R. A. K. RICHARDS  
GWEN RUSSELL  
JAMES F. WESTHEAD  
HUBERT WOLF

Their photographs are in the adjoining columns.



Mr. Bowler



Mr. Golding



Mr. Gringorten



Mr. Kent



Mr. Parker



Mr. Richards



Mrs. Russell



Mr. Westhead



Mr. Wolf

### Guidelines for election to Council

The following guidelines for the election of staff and student members of the Governing Council have been issued by the Office of the Vice-President and Registrar:

(1) In the event of any conflict between these guidelines and the provisions of *The University of Toronto Act, 1971*, the provisions of the Act prevail.

(2) These detailed guidelines are supplementary to the procedures of major importance which have been publicized in the *Bulletin*, *The Varsity* and elsewhere.

(3) These guidelines will not cover every contingency or problem which could arise in the conduct of this new and previously untried type of election. They are presented for informational purposes.

(4) These guidelines are with respect to the election of members from the University's staff and student groups only.

*Powers, Duties and Composition of the Governing Council* — as outlined in *The University of Toronto Act, 1971*, and as publicized (in Office Consolidation version) in the *Bulletin*, *The Varsity* and elsewhere.

*Nomination Procedure* — as publicized in the *Bulletin*, *The Varsity* and elsewhere; and as amended for graduate student constituency II, publicized in the *Bulletin* and elsewhere.

*Campaign Expenses* — as publicized in the *Bulletin*, *The Varsity* and elsewhere.

*Withdrawal of Candidacy* — no person may withdraw his candidacy for election to the Governing Council after the printing of the ballots.

*Franchise and Constituencies* — as outlined in *The University of Toronto Act, 1971*, and as publicized in the *Bulletin*, *The Varsity* and elsewhere.

*Voting in Multiple Seat Constituencies* — voters may vote for up to the number of seats vacant in their constituency. This is made clear on the ballots and is consistent with past practice in all university-wide elections, except the election of the S.G.S. Council.

*Balloting Method and Schedule*. As outlined in the *Bulletin*, *The Varsity* and elsewhere; and consistent with the following practices used in university elections of the mailed ballot type:

- ballots will be mailed to each voter as recorded in the university's record systems;
- each ballot will be accompanied by a small secrecy envelope into which the marked ballot should be sealed;
- also provided will be a return-addressed envelope into which the small secrecy envelope will be sealed;
- voters will be required to provide, on the upper left-hand corner of the return envelope, information sufficient to allow verification of their ballot return;

- each ballot will also be accompanied by an information sheet containing candidates' statements, information on the correct method to return the ballot, and information on their eligibility to use the ballot sent to them;
- persons who receive the wrong ballot due to an error in records will be advised on the information sheet how to obtain the correct ballot;
- persons who receive no ballot due to an error in records will be advised, through advertisements in the campus media, how to obtain the correct ballot;
- all eligible voters are entitled to vote using one ballot: members of the teaching staff who hold a non-academic appointment will vote in the appropriate teaching staff constituency; full-time students who are employed by the University as teaching assistants, research assistants, temporary library help, or any other way, will vote in the appropriate student constituency; part-time students who are employees of the University may vote in the appropriate student constituency or in the administrative staff constituency; in the case of two or more ballots being received from any one voter, both being ballots for a constituency in which the voter is entitled to vote, only the first ballot received will be considered valid.

*Balloting by Voters Absent from the Campus*. It is suggested that voters who will be absent from campus during the balloting period arrange to have their ballot forwarded to them. Two weeks are allowed for return of ballots. The

election schedule does not permit arrangements to be made for advance voting.

*Ballot Receiving Locations*. For the convenience of voters who do not have easy access to the university mail system, a number of ballot receiving locations will be established on campus. The exact locations will be announced in the *Bulletin* and *The Varsity*.

*Ballot Mailing Lists*. These lists will be available for inspection by any person, at the Office of the Vice-President and Registrar, at any time convenient to the person and the Office. Due to the size of the electorate, extra copies of the mailing lists will not be available.

*Ballot Security*. All returned ballots will be held in security by the Office of the Vice-President and Registrar.

*Scrutineering*. Scrutineering will be provided by the Governors of the University.

*Announcement of Results*. The number of votes received by each candidate will be announced, as will the number of spoiled ballots received.

*Retention and Disposal of Ballots and Return Envelopes*. All ballots received, and all return envelopes, will be held in security by the Office of the Vice-President and Registrar for a period of sixty days after the announcement of election results. Any re-count requested by any candidate will be conducted if authorized by the Governors of the University. After the period of sixty days all ballots received, and all return envelopes, will be destroyed.

*Initial Terms of Office*. Initial terms of

office of elected staff members will be decided by lot.

*Relief from Normal Duties for Elected Members* — as publicized in the *Bulletin*, *The Varsity* and elsewhere.

*Authority for the Conduct of the Election*. The election is conducted by the Office of the Vice-President and Registrar under the authority of the Governors of the University.

### Houses for rent

Furnished house in quiet cul-de-sac near Eglinton subway. Three bedrooms, 1½ baths, study, rec-room, living-room, dining-room, breakfast-room, kitchen. Four appliances plus full equipment (linen, crockery, etc.). Garage. Large, tree-scaped garden. \$375 per month. June 1, 1972 to August 31, 1973. Telephone 928-5288 or 483-1825.

Elegant three-bedroom furnished house in the Kingsway residential area for one year beginning July 1972. Near subway and shopping. Panelled living and dining rooms. Breakfast room overlooking garden. Two recreation rooms. Modern kitchen with dishwasher. Detached double garage. \$330 per month plus utilities. Telephone 233-9858 evenings.

Pleasant three-storey house in South Rosedale for rent, \$400 a month, for June, July, and August. 5 bedrooms or 3 bedrooms and 2 studies. 2 bathrooms and 2 washrooms. Comfortably furnished, including piano, freezer, etc. Garage and full back garden. Ravine park at the end of the street. Minutes from subway and downtown. Call 928-3175 or 925-3069.



## Eleven contest final five seats allotted to the Teaching Staff

The elections now under way will send five of the eleven professors whose photographs appear on this page to the Governing Council as representatives of the Teaching Staff along with seven of their colleagues who were declared elected by acclamation when nominations closed February 7. The constituencies of those elected by acclamation follow:

**Professor R. M. H. Shepherd:** Constituency I-c (one seat). All teaching staff members in the Faculty of Arts and Science who hold their major appointments in the University College or New College Departments of Classics, English, French, German, Near Eastern Studies; or in the University Departments of East Asian Studies, Fine Art, Islamic Studies, Italian and Hispanic Studies, Slavic Languages and Literatures, Sanskrit and Indian Studies (excluding those who are members of Constituency I-b).

**Professor H. C. Eastman:** Constituency I-d (one seat). All teaching staff members in the Faculty of Arts and Science who hold their major appointments in the Departments of Anthropology, Geography, History, Philosophy, Political Economy, Sociology, Psychology (excluding those who are members of Constituency I-b).

**Professor John E. Dove:** Constituency I-e (one seat). All teaching staff members in the Faculty of Arts and Science who hold their major appointments in the Departments of Astronomy, Chemistry, Computer Science, Geology, Mathematics, Physics, Botany, Zoology (excluding those who are members of Constituency I-b).

**Dr. J. C. Laidlaw and Dr. Edward A. Sellers:** Constituency III (two seats). All teaching staff members in the Faculty of Medicine.

**Professor Walter Barry Coutts:** Constituency V (one seat). All teaching staff members in the Faculty of Architecture, School of Business, Faculty of Forestry,

Faculty of Law, Faculty of Music, School of Social Work.

**Professor Michael F. Grapko:** Constituency VI (one seat). All teaching staff members in the College of Education, Graduate Department of Educational Theory, School of Library Science.

As defined in the Office of the Vice-President and Registrar, "Teaching Staff" means the employees of the University, University College, the constituent colleges and the federated universities who hold the academic rank of professor, associate professor, assistant professor, full-time lecturer or part-time lecturer unless such part-time lecturer is registered as a student. ("Lecturer" includes associates and clinical teachers in the Faculty of Medicine, and associates in the Faculty of Dentistry.)

**I-a** All teaching staff members who hold their major appointments in the federated universities. One seat. Two candidates.



William B. Dunphy

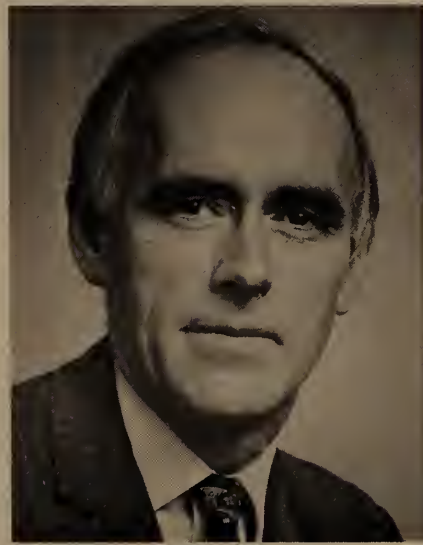


George Gray Falle

**I-b** All teaching staff members holding their major appointments at Scarborough or Erindale College. One seat. Three candidates.



William John Huggett



John M. R. Margeson



G. R. Thaler

**I-f** All teaching staff who are members of Constituencies I-c, I-d or I-e (which are defined in article above). One seat. Two candidates.



Charles Hanly



Donald G. Ivey

**II** All teaching staff members in the Faculty of Applied Science and Engineering. One seat. Two candidates.



W. Howard Rapson

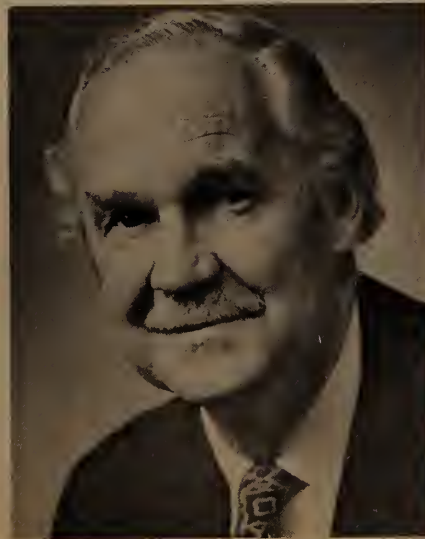


Harold W. Smith

**IV** All teaching staff members in the Faculties of Dentistry, Food Sciences, and Pharmacy, and in the Schools of Hygiene, Nursing, and Physical and Health Education. One seat. Two candidates.



A. Murray Fallis



George C. Walker

## Ph.D. Orals

All members of the Graduate Faculty have the right to attend Ph.D. Oral Examinations.

**Friday, February 25**

D. G. Priestman, Department of English. "Theory and Practice in the Poetry of William Wordsworth". Thesis supervisor: Prof. P. F. Morgan. Room 107, 16 Hart House Circle. 2 p.m.

**Monday, March 6**

L. K. Phillips, Department of Mathematics. "The Category of  $W^*$  Covariance Systems". Thesis supervisor: Prof. L. T. Gardner. Room 108, 16 Hart House Circle. 10 a.m.

J. M. Hamley, Department of Zoology. "Estimation of Gilnet Selectivity". Thesis supervisor: Prof. H. A. Regier. Room 107, 16 Hart House Circle. 10 a.m.

**Wednesday, March 8**

A. J. Falusi, Department of Educational Theory. "An Empirical Investigation of the Effects of Organization Development on Task Group Processes in Education". Thesis

supervisor: Prof. J. C. Croft. Room 108, 16 Hart House Circle. 2 p.m.

**Friday, March 10**

M. Meiners, Department of Physics. "Five and Six Prong Reactions of  $\pi^+$  Deuteron Collisions". Thesis supervisor: Prof. T. S. Yoon. Room 108, 16 Hart House Circle. 2 p.m.

**Wednesday, March 15**

R. M. Alison, Department of Zoology. "The Breeding Biology of the Oldsquaw (*Clangula Hyemalis* Linnaeus) at Churchill, Manitoba". Thesis supervisor: Prof. J. C. Barlow. Room 107, 16 Hart House Circle. 10 a.m.

### MARCH 1 DEADLINE

University of Toronto Bulletin is published by the University News Bureau, Room 225, Simcoe Hall. All material for the March 9 issue should be in the hands of the editor, Mrs. Winogene Ferguson (928-2102) by noon, March 1.



## 5 in the running for 2 Part-time Undergraduate seats

Stimulated by their own association which is based on 47 Queen's Park, part-time undergraduates are becoming increasingly active in University affairs. One of their members served on the Presidential Search Committee, another is on the President's Council. They are pulling their full weight in the General Committee of the Arts and Science Faculty Council and elsewhere. Whenever opportunity offers — the President's Advisory Committee on Social Responsibilities is an example — the Association of Part-time Undergraduate Students can be counted on to make a significant contribution to the discussion.

Communication and a sense of identity are greatly strengthened by the APUS weekly newsletter, *Voice*, which has five major distribution points on campus and a circulation of 8,000. The staff is unpaid. Mrs. Arlene Dick contributes her services as editor.

For election purposes "Part-time Undergraduate Students" are defined as all students registered at the University in a program of part-time study who are not registered in the School of Graduate Studies.

Photographs of the five candidates seeking the two Part-time Students' seats on the Governing Council are at right.

### Accessibility: the Librarian submits brief

(Continued from page 3)

which have gone into its selection and acquisition, and its organization into a useable structure. It is a particularly complicated resource, with severe problems in identification and extraction of what is needed at any moment. In the fields which it covers it is as comprehensive as possible; it consists mainly of single copies of publications from many countries and many generations. It includes not only the major and topical works (which have to be duplicated in "general reading" collections to meet high demand) but also a great many minor or highly specialized works. The greater proportion of its contents have disappeared from the market, and cannot be replaced at any price, once depleted.

2. The users of a research collection are not only those readers who are here today. Their children and grandchildren will also need these same books, along with the material which will be added meantime.

3. For historical reasons, our collection is unique in Canada, and supports advanced studies which could not otherwise be carried on in this country. As the key resource and laboratory for advanced work in humanities and social sciences, it cannot be treated as though it were just a general-reading collection.

4. It consists of objects which are fragile and highly portable, easily worn out by much handling, and easily made unavailable by misplacement and theft. Under present regulations which allow some 35,000 persons to have automatic access to the shelves, the collection suffers severely, as indicated in my annual report for 1969-70. There is no way of eliminating misplacement and theft, short of closing the stacks altogether. They can be minimized however by reducing the traffic, and by limiting access to those who, by the nature of their work, have the greatest dependence on the research collection, the greatest personal interest in its continuance, and the least temptation to resort to pilfering in an effort to meet short deadlines and the competition of other readers. This limitation would affect most undergraduates, but it has never been proposed that all undergraduates would be denied any access. The problem is to arrive at a workable definition.

5. Unless the University continues to make some arbitrary distinctions, as it has in the past, it seems fairly clear (from the draft report of the Ontario Commission on Secondary Education) that



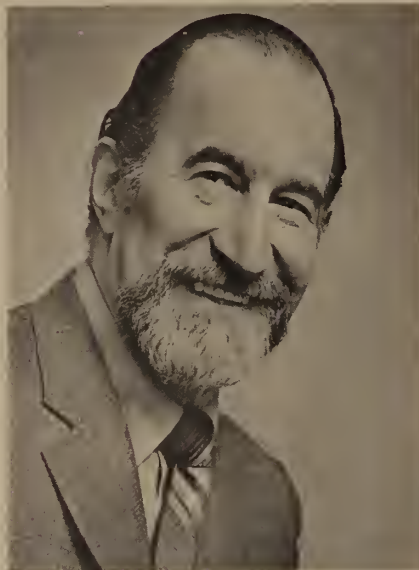
Don Cotton



Joyce E. Denyer



Norma Grindal



Kurt Loeb



Patricia Schulz

all facilities, from residences to scientific laboratories to libraries, will have to be available to the whole populace on an equal basis. If this comes about, survival of the research library as a useable resource would require the stacks to be closed to everyone, on an equal basis.

6. The visibility of the Robarts Library, and its proximity to several classroom buildings and residences, will attract many undergraduates into its general and special reading rooms. Open stacks, because of their status and the seclusion they offer, would also attract streams of undergraduates, many of them looking merely for a nice place to talk or to study their own books and notes. The study places they would occupy would be the stack carrels which have been planned as assigned "laboratory space" for persons doing advanced and specialized research. Experience shows that such laboratory space will not serve its purpose unless it is clear and available to the assignee whenever he wants to use it.

7. If the carrels are reserved (as intended) for advanced researchers who need to use masses of material, the result should be not only to facilitate the work of these people, but to keep much material in the stack and improve its availability to all readers. Material being used in a carrel for more than a day will be recorded in the loan file, and can be located and made available to other readers much more quickly than if it were out on loan.

8. The points made above apply to our humanities and social sciences' research collection in any location, and do not relate especially to the Robarts Library. Tighter limitation is needed immediately. The only reason for delaying it is that there is no way to provide a proper general-reading library of duplicate copies until room is available for it in the Samuel Library.

*Why stack access is not necessary*

1. In national libraries, and the European university libraries which spring out of a tradition of national libraries and research institutes, stack-access is either limited very strictly or prohibited altogether. Yet Europe has produced a

great many educated people and distinguished scholars, and its libraries attract many scholars from North America. The attraction is simply that the books are there, preserved and available even though they may take a day or two to be obtained from the stack. The Robarts Library is planned so that readers who do not have stack access may obtain books in a few minutes by way of a conveyor system.

2. North American university research libraries, grafted late on to a tradition of college and public libraries, have been less successful in keeping their resources available. Attrition has forced them to apply increasing restrictions, and to close some collections completely.

3. "Research" is a word used these days to describe any kind of individualized study from kindergarten onward. Surely there are different levels in practical terms, served best by different levels of information and resources. To be effective, the library system must recognize these levels. At each level there is a point of diminishing returns. Plans for the Robarts Library assume that even advanced scholars in the humanities and social sciences would not profit from having direct access to a collection greater than two million volumes, which represents more than 50 miles of shelf. Beyond that point, the building provides for material to be brought by conveyor from compact closed storage.

4. At every level of study and research, browsing in a relevant library may be of use as an informal approach, to supplement and follow a systematic approach through catalogues and indexes and bibliographies. Its value is subject to what happens to be on a particular shelf on a particular day, and is a very chancey thing. But in a very large collection it can usually provide an undergraduate with more material than he needs for his essay. If it is available too easily and too early, it may therefore lead a student to substitute browsing for systematic study.

5. In the Robarts Library the shelves will not be the best guide to what material exists in various sections of the classification scheme. Beside the catalogues,

we expect to maintain a printed shelf-list of the collections.

6. In a general-reading library such as we shall have in the Sigmund Samuel building, the quickest and perhaps the only way to get a known book is to go straight to the shelf. In the Robarts Library it may usually be quicker to obtain the book from a loan desk, rather than wait for an elevator and then go hunting on the shelves. Engineering studies, based on an assumption of limited access, indicated that five elevators would be needed to handle traffic to and from and within the stack. For various reasons, only three elevators will be available when the building is opened.

#### Summary

The case for universal access to knowledge is easy to make, and is undisputed. The case for universal access to books seems at first glance to be the same, and is also easy to make, but taken to its logical conclusion it would require everything, including rare-book stacks, to be open to the world at large. To be effective, however, a university library system has to follow the principle that different types of need, and different types of material, require different degrees of access. The problem is to define sensible and workable boundaries.

The Robarts Library has been planned to function in a particular way, according to that principle. Unless it is given a chance to function as planned, we cannot hope for it to contribute to a qualitative improvement of service within our library system.

### Richard Lowenthal to lecture March 1

Richard Lowenthal, Professor of the History and Theory of International Politics at the Free University, Berlin, and one of the world's leading analysts of international communist affairs is to visit the campus on March 1 and 2. On Wednesday, March 1, at 8.15 p.m., he will deliver a public lecture in the Medical Sciences auditorium on "The Soviet Union, Germany and the West".

Prof. Lowenthal is as widely known in the English-speaking world as in his native Germany. For much of his career he worked as a journalist in London and became a British citizen. During the 'forties and 'fifties he was first Reuters correspondent, and then with the *Observer*, of which he became foreign editor. Since 1961 he has been a professor at the Otto Suhr Institute for political science in West Berlin. He is and has been a friend and a powerful influence on Willy Brandt.

He has been visiting professor at Harvard, Columbia, and the Hebrew University. Besides his *World Communism* (New York, 1964) Prof. Lowenthal is a frequent contributor to British, American and German periodicals.

### Furnished house wanted

Professor on leave desires four-bedroom furnished house from Sept. 1972 to June '73 in central location. Telephone 925-8531.



## 2 Graduate Students contest Constituency I (one seat)



Mrs. Clarice Henschel



Dirk A. Seelemann

Mrs. Henschel and Mr. Seelemann are candidates for the one seat in Constituency I of the Graduate Student category. This constituency includes all students registered in the School of Graduate Studies who are in Division I (Humanities) and Division II (Social Sciences), with the exception of the Graduate Department of Educational Theory.

## Prof Uzumeri is disappointed with PACE chairman's remarks

The following communication has been received from Prof. S. M. Uzumeri, Department of Civil Engineering:

May I express my disappointment with Dean Colman's letter published in the Feb. 4 issue of the U of T Bulletin. On the one hand Dean Colman expresses his personal displeasure for the alleged "questioning of the integrity" and "slurs upon general competence" of the members of the Presidential Advisory Committee on Extension (PACE); on the other hand he writes that "For how can it (the University) reform itself when selfish interest groups are allowed to dominate such important bodies as the General Committee and the Faculty Association".

I find his reference to the Faculty Association in his letter most uncalled for and I object to the implication that UTFA is dominated by a selfish interest group.

UTFA council, of which I am a member, has considered the PACE report very carefully. When a committee that was set up to study "Extension" recommends that:

(a) Full time programs not be regarded as the ideal (Recommendation 4);

(b) The normal working period of the academic staff be extended into the evening (Recommendation 12);

(c) The University should as an institution take the initiative in social and political action (Recommendation 33); then it is only proper to wonder whether these were indeed within the terms of reference of the committee or not.

In any event, the implementation of

## A & S sub-committee on part-time program

The General Committee of Arts and Science Faculty Council has elected the following sub-committee "to advise and report on the improvement of the part-time degree program in Arts and Science:

**Faculty:** Associate Dean W. T. Sharp, Profs. F. Kenneth Hare, M. Israel, Mary W. Laurence, J. R. Vanstone, K. O. Kee, and G. E. Macdonald.

**Part-time students:** Donald R. Cotton, Miss Carol Belford, Mrs. Joyce Denyer, and W. J. Whelton.

**Full-time students:** Ernest Hobbs and Ronald Struys.

these recommendations may have a profound effect on this University and the key recommendations of the report of the PACE must be carefully considered by the properly constituted academic bodies of this university as well as UTFA.

The reason UTFA could not support the immediate implementation of the PACE report recommendations in their entirety was not its domination by selfish interest groups but the need for further examination of their consequences in the almost unanimous opinion of its Council.

## Graduate Students: the six candidates in Constituency II (one seat)

**MOTI DIAS COSTA:** The views of science graduate students appear to be in need of strong representation on the Governing Council. At a time when austerity dictates minimal salary raises for the rest of the University community, graduate students may be presented with both salary decreases and increased fees. The status of graduate students within individual departments, within SGS and within the University require re-examination. In addition to acting upon such direct needs of my constituents, I would see a major part of my responsibility to involve working for a humane and democratic university.

**JOHN B. CROZIER:** I am an independent candidate, having no affiliation with existing political organizations on campus. I have been active in undergraduate and graduate associations for the past six years, providing practical administration of student affairs. If elected, my aim will be to put forward the views of the majority of Science students on matters coming before the Governing Council. My motto: "Representation without Rhetoric."

**GEOFF MAINS:** In Canada and in the world, today, we face a time of great crises that will only grow worse with the coming years. To solve these crises, political, economic, sociological and environmental, will require a widespread probing and re-evaluation of every aspect of human society. The University as a body that maintains a large degree of independence from government and industry must play an important role in this process: in basic research, application of old and new ideas, and in public education in the broadest sense.

**JOHN D. MORTON:** *University Status:* Ph.D. candidate in Civil Engineering, specializing in Engineering Geology. *Personal:* Married, three children, permanent

## 6 Graduate Students contest Constituency II (one seat)

When nominations closed February 7, no one had been nominated in Graduate Student Constituency II (one seat). At the direction of Chairman William B. Harris of the Board of Governors, a new call for nominations in this constituency only was issued for the week of February 14 to 21. This resulted in the six candidates shown below and whose biographies, as supplied by them, may be found elsewhere on the page. Constituency II includes all students registered in the School of Graduate Studies who are in the Graduate Department of Educational Theory, Division III (Physical Sciences) and Division IV (Life Sciences).



Moti Dias Costa



John B. Crozier



Geoff Mains



John D. Morton



Dennis Alan Pomfret



Steven R. Scadding

resident Toronto, age 38. *Background:* 1955 graduate in Geology, Durham, England; DIC in Civils, London, 1965; M.Eng. at U of T, 1970; sometime professional consultant, Canada and overseas, within field of specialty. *Policy:* To be a forceful mature agent of general science graduate student opinion in the Governing Council. To further the legitimate reform aspirations of students in general.

**DENNIS ALAN POMFRET:** I intend to focus primarily on the employment issue. Quite conceivably the present situation will worsen, especially for graduates of certain physical and life sciences. In addition to adjusting admissions, the University can and should formulate an aggressive policy with respect to influencing the job market. Imple-

cations of this for graduate education and University staffing, research and financing also need systematic examination. Currently I am in the Department of Educational Theory.

**STEVEN R. SCADDING:** The function of this position is to vigorously communicate the needs and ideas of graduate students to the Governing Council. However, the good of the entire University community must be foremost. We are an interdependent body. Necessary changes must be achieved by persuasion in a spirit of mutual co-operation rather than by dramatic events which only lead to further alienation within the university. If elected, I will try to maintain close contact with individual graduate students and their departmental organizations.



## 9 Full-time Undergrads seek 2 seats (Constituency 1)

A total of 15 young men and women are competing for the four seats allotted to Full-time Undergraduate Students on the Governing Council. The definition of "Full-time Undergraduate Students" is all students registered at the University in a program of full-time study who are not registered in the School of Graduate Studies.

Photographs of the nine nominated for the two seats in Constituency I — all of those registered in the Faculty of Arts and Science — appear in adjoining columns while pictures of the six nominated for two seats in Constituency II are on the facing page. Names of the candidates in Constituency I follow:

JOHN ABBOTT  
GORD BARNES  
ALFRED GLENN CONDUIT  
CATHARINE M. CURTIN  
MICHAEL EDWARDS  
BRIAN MORGAN  
IAN MORRISON  
STEPHEN MORRISON  
RONALD STRUYS

### Heavy going for proposals in new report

(Continued from page 2)

port is objectionable, but many of the acceptable recommendations are simply proclamations of already familiar practices rather than new revelations from Mt. Sinai.

R. M. H. SHEPHERD  
Professor  
Department of Classics  
University College

#### John S. Wood

The draft report of the Commission on Post-Secondary Education in Ontario is a craven, intellectually dishonest document, since it is careful to speak in the name of topical issues such as women's rights and participatory democracy. Clearly the commissioners had to justify themselves before the great public whose money they so generously spent, and the easiest way was to arrive at foregone conclusions that would receive popular acclaim. This document is also a depressing example of clumsy editing; it was put together by people who either had no respect or no time for the logical and coherent development of a subject. I will leave aside the blatant playing to the gallery that this report represents, and give more attention to some of its inconsistencies and contradictions.

a) Post-secondary education is not to be synonymous with university education (which merely perpetuates a class system; p. 12, cols. 1 and 2), it should be available "to all citizens throughout their lives" (p. 11, col. 2); "The provision of *alternatives* to post-secondary education, *therefore*, is one of the indispensable preconditions to many of our recommendations." (p. 13, col. 1. My italics).

b) "Academic" standards are a shibboleth, and people are obsessed with the virtue of "paper credentials"; therefore degrees should be awarded by colleges as well as universities. One hails the birth of a new shibboleth, "parity of esteem".

c) Satellite institutions would not need special allocations of public funds, although they should be eligible for additional operating income (pp. 23-24. Or is the report speaking about different types of institutions?)

d) Starry-eyed democracy, with its teeming thousands of mature young men and women, is to submit crucial decisions to the primitive device of lotteries (Recommendation 30).

e) Women should enjoy the same conditions of employment as men (Recommendations 42 and 43); therefore their essential differences from men should be recognized (Recommendation 44).



Mr. Abbott



Mr. Barnes



Mr. Conduit



Miss Curtin



Mr. Edwards



Mr. Morgan



Ian Morrison



Stephen Morrison



Mr. Struys

f) Enrolment related to manpower planning is undesirable, but a commission (another!) is proposed, "to sponsor and publish studies" and to "advise" on these matters (Recommendation 46).

g) We should strengthen the "consultative process", and increase participation of all elements in decision-making (pp. 32 and 33. The old clichés keep coming out), but impose complete government and financial control on education (Recommendation 49).

h) Let us democratize education, but let us at the same time exploit the capitalist system, to the extent that post-secondary education does not need to be financed if the parents can pay for it (p. 47).

The above examples are typical of a document that is biased against universities from the start. Nowhere is there any suggestion that universities have done any good or deserve any commendation; they merely perpetuate class distinctions (surprisingly, "elitism" is the one slogan the commissioners almost forgot to use; one finds "elitist" on p. 46); tenure is meaningless; universities maintain unduly high professional standards; graduate studies are a search on

the part of the "professoriate" (clearly a term of contempt, to be contrasted with the dignified word "proletariate"; p. 39) for professional prestige. On the other hand, libraries and museums are lauded so frequently that one wonders whether they reflect the particular interest of one vocal and insistent commissioner.

The report piously talks of equality of opportunity (a vote-winner), but nowhere does it stress the necessity of maintaining rigorous standards of learning; nor does it ever admit that there is one form of inequality that still survives, although misguided notions of democracy are doing their best to conceal it: inequality of intellect and ability. God help this society where by the evocation of false (i.e. anti-natural) principles all individuals are reduced to the lowest common denominator, with Orwellian control by Big Brother, who with the vacuous grin to which we are becoming all too accustomed will impose the greatest good of the greatest number.

JOHN S. WOOD  
Professor  
Department of French  
Victoria College

#### M. G. Finlayson

As a member of the U.T.F.A. committee to consider a response to the Draft Report of the Wright Commission, I would like to comment on the section of that Report concerning Accessibility. My remarks will deal with the recommendations in the order in which they appear.

With the essential objectives of this section there can be little quarrel. Though the Commission presents but a weakly developed philosophy of education I accept its implied assumption that the quality of life in our society will be improved if its citizens are better educated, i.e., more fully developed as persons. Hence recommendations 15 through 20, which provide for the extension of universities, colleges, and libraries through the province, though sounding a little anachronistic in this year of widespread short falls, are nonetheless desirable. The Commission does not, however, seem to consider fully all the economic and academic problems associated with the further proliferation of university courses, satellite campuses and small colleges. Could a college of a few

(See page 9, col. 1)



# Full-time Undergrad Constituency 2: 2 seats, 6 run

Constituency II for Full-time Undergraduate Students — which has six nominations for two seats — consists of all students registered in the Faculty of Dentistry, Faculty of Food Sciences, Faculty of Medicine, School of Nursing, Faculty of Pharmacy, School of Hygiene, School of Physical & Health Education, College of Education, Faculty of Applied Science and Engineering, Faculty of Architecture, Faculty of Forestry, Faculty of Law, Faculty of Music, School of Business, School of Social Work (with the proviso that both members elected in Constituency II not be registered in the same Faculty or School).

Names of the six candidates in this constituency follow:

PAUL CADARIO  
CHRISTINE DENN  
ARON GOLDBERG  
MICHAEL JOHN CLAYTON HORDO  
ASIA MALIK  
DON SHORT



Mr. Cadario



Miss Denn



Mr. Goldberg

## Heavy going for proposals in new report

(Continued from page 8)

hundred really provide the diversity of learning experience the Commissioners admire? A less costly alternative to establishing yet more universities and colleges might be to subsidize the education at an existing university or community college of those students who are presently discriminated against by virtue of living in geographically remote areas of the province. This might well provide a solution to the academic problems that accompany efforts to establish a genuine university on a shoe-string budget.

Recommendations 21, 22, 26, 27, 28, deserve consideration, though I wonder that the Commission finds degrees so important here while wishing to ban all reference to them by their utopian proposal in recommendation 33. Nor do I think that the inflation of degrees will have the anti-elitist, democratizing effect that the Commissioners appear to crave. Our society will, I believe, continue to distinguish between various kinds of degrees and their sources, and no amount of legislation will, or should, prevent this kind of qualitative discrimination. There is little doubt that for many in our society educational achievement, measured by possession of degrees, will continue to provide a principal avenue for upward social mobility.

While the aims of the section are praiseworthy I worry that in bringing them about we run the risk of undermining a system of education that the Commission finds surprisingly — and even disappointingly — excellent. (See p. 10) An attitude that seems to inform the deliberations of the Commissioners is that a citizen has a right to access to post-secondary institutions irrespective of his demonstrated ability to contribute to and benefit from such a program. The Report abounds with references to "diversity" yet nowhere is the meaning of this spelled out. Universities and community colleges, for example, are nowhere differentiated in the Report. Furthermore, its acceptance of "diversity" which presupposes more and less distinguished institutions catering to individuals more and less capable of learning appears to be contradicted by notions of "parity of public esteem", lottery admission to professional faculties, etc. Furthermore the values to which universities have traditionally aspired, involving standards, excellence, intellectual quality, appear to embarrass the Commissioners who shelter them within inverted commas, and dismiss them as "shibboleths". (See Pp. 20-1) Doubtless, members of the Commission did not intend to reduce all post-secondary institutions to a uniform level of mediocrity but I would be reassured by a more explicit recognition of the fact that some students are more intellectually gifted than others and that some post-secondary institutions exist especially for such people. If these institutions must abandon their respect for



Mr. Hordo



Miss Malik



Mr. Short

standards as a mere shibboleth then they will seriously decline and society itself will in the end suffer.

This section is similarly informed by another aspect of a currently fashionable ideology, namely the view that the distinction between full-time and part-time study is irrational and socially iniquitous. The Commission appears to have bought the case for integration of part-time and full-time studies (See P 16, recommendation 23) as it has bought that for parity (See P 24) — without much justification. Certainly the Commission has made little effort to counter the serious arguments that have appeared in these columns and elsewhere in this university that justify full-time study as the norm, invariably parity of faculty and students as doctrinaire and unrealistic both positions being based upon a particular concept of the university. Does the Commission or the community really want doctors educated over a 10 or 15 year period? How do the members propose to persuade the 18-22 year old generation to take jobs and study part-time? Even if they could, is this really a more satisfactory way of learning? Is an accreditation committee representing equally teachers, students and citizens the ideal body "to safeguard the quality of education"? (P 24, col 1)

I have no rooted objection to the University of Ontario although I seriously doubt that it will or should ever achieve "parity of esteem" with institutions where real dialogue between teacher and student is possible, and where there is at least the chance of some community of scholarship. It is, however, surprising that a Commission that so reveres the educational philosophy of Ivan Illich and Chairman Mao has such faith in examinations (See recommendations 21, 31). Similarly I wonder at the consistency of footnote 2 on p. 21, with this acute reliance on examination. On the one hand they urge continual recertification every ten years for all professionals while on the other they question the "validity and propriety of the certification examination".

Recommendation 25, I fail to comprehend. Like the Commissioners, I respect motherhood and oppose "fixed and rigid

curricula". It is not mandatory for anyone in this province to study for an M.D. If, however, one wishes to achieve this level of specialization, i.e. become a doctor, there is a certain body of knowledge, and certain skills one must master.

The effect of recommendation 31 would be to make the standard for admission to any profession in this province that of the least qualified member of that profession. This will certainly democratize the professions so that in time anyone could claim admission on the basis of little more than common sense.

Recommendation 33, while aimed at a genuine abuse, i.e. the use of academic qualifications to legitimize rigid non-academic occupational hierarchies, seems utterly utopian and somewhat misguided. There is little evidence to suggest that society — or the Commission — really wishes to abandon degrees or other "educational certificates" as an index of achievement. Nor does it seem proper to draw a direct analogy between discrimination on the grounds of possession or non-possession of such certificates on the one hand and discrimination on the grounds of sex, marital status, race, religion etc. on the other. It seems absurd to propose forbidding prospective employers from enquiring into the educational achievements of job applicants. However much the Commission attempts to dilute the significance of degrees, they will still provide some indication of their holder's ability within certain areas.

In short, this section is impressively idealistic and will, in time, bring power to the people. We wonder, however, at both the realism and the desirability of this, particularly in view of the fact that the Commission was less than convincing in its denunciation of the present system's short-comings. I wonder whether the Commission's successor, ten years from now, will not really have something to complain about if the government implements these reforms in an ideologically informed attempt to use universities, community colleges and other post-secondary institutions to democratize an already reasonably open society.

M. G. FINLAYSON  
Assistant Professor  
Department of History

### Robin Ross

I would like to comment on those parts of the Wright Report which deal with accessibility to post-secondary education. These are the passages running from pages 19-28 of the report, and again many parts of the passages appearing in pages 39-50 of the report.

The report as a whole is a document which should make us all think. We may and should welcome the fact that it questions many of our traditional practices and assumptions, and that it is courageous enough to propose unorthodox and imaginative changes most of which, in my view, are worth careful thought and debate. However, I am troubled by the fact that it would appear that we have only some three months or so for the public debate on a report of such potential long-term significance to the future of Ontario post-secondary education. I am also troubled that the report attempts throughout to establish both broad principles and detailed recommendations for the implementation of these principles. In too many parts of the report I find myself agreeing with the proposed principle, but apprehensive that the Commissioners have also proposed detailed recommendations which I believe require very careful study by specialized agencies.

In general, I find it possible to agree with many and indeed most of the principles concerning accessibility described in the report. The Commissioners and the writers of "Towards 2000" (Chapter 1) have much in common. Both see that there is a need in Ontario for "a highly pluralistic or differentiated post-secondary system, in which many needs and levels of ability would be served, including some degree of open admission for particularly deprived groups". However, it is difficult to find in the Wright report that "special concern for excellence" that the authors of "Towards 2000" thought to be an essential feature of a properly differentiated post-secondary system. With that — very significant — exception, I think it fair to say that the Wright report and "Towards 2000" differ markedly in their discussion of general accessibility

(See page 10, col. 1)



# Heavy going for the Wright Report as debate begins

(Continued from page 9)

only in their discussion of student aid measures. In particular, the two reports propose a very similar "University of Ontario".

To turn to the detailed recommendations of the report, I would suggest that we need see no real difficulties about the principles involved in recommendations 15, 16 and 17, although each proposal needs costing. Recommendation 18 deals with an important point of principle — the right of the public to access to university and college libraries in Ontario. This matter is presently before the University Library Council. My personal view is that the University should endorse recommendation 18, subject of course to a very careful definition of the meaning of the term "access to all libraries". I think that it is only reasonable that university and college libraries should be made available to the public as part of a general expansion and diversification of post-secondary education opportunities in the province. I believe with the Commissioners that such an expansion is needed.

I also suggest that one may reasonably endorse the general principles underlying recommendations 19, 20 and 21. However, 19 and 20 need costing — and the Commissioners have ignored this. I believe that if these prove financially feasible we should welcome the establishment of the proposed University of Ontario, both in the interests of expanding educational opportunities in Ontario and in the more selfish interests of the traditional existing universities. The case for a University of Ontario has been well made in "Towards 2000", and I suggest that we may properly find this convincing.

Recommendations 22 and 23 deal with the need to expand opportunities for part-time students. I would urge that these are entirely reasonable recommendations, but of course I must point out that this University has as yet taken no stand on the recommendations of our recent Presidential Committee on Extension and seems unlikely to be able to do so for at least the period of public debate of the Wright report.

Recommendations 24-29 do not appear to present difficulties in principle, especially in the case of the University of Toronto, where much of the flexibility proposed in some of these recommendations is already in evidence. It is true, of course, that some of these recommendations, notably 25 and 28, appear to infringe markedly upon the autonomy of universities. I find it difficult to accept Recommendation 30, with its proposal that in certain cases admission to a course be by lottery. At this point, I cannot but regret the fact that it now

seems likely that the universities of Ontario may soon abandon the service they presently get from SACU. It also seems strange indeed that the Wright report should propose a provincial testing and evaluation service at precisely the time when the Government of Ontario and the Council of Ontario Universities are taking action which may well mean the end of the national evaluation and testing service, established so painstakingly and carefully over the past five years.

I am doubtful about what the report says concerning professional education (35, 36 and 37) and also hesitate about recommendation 33. It is easy to understand why the Commissioners make such a recommendation, and I should very much like to think that legislation of the nature they suggest is practical or operable. I doubt if it is.

I cannot help saying that recommendation 38 is in general entirely sound, but also places a somewhat severe limitation on the rights of males and females to live apart from each other, if they so wish! So far as recommendations 40, 41, 42 and 43 are concerned I consider them too detailed, and indeed they appear to ignore a university's right to hire its own staff. However, in all fairness we must admit that there is no doubt that women are rather badly discriminated against by the universities. This was amply proved by the Report on the Status of Women, and becomes evident enough to one who looks at the employment pattern in, say, the University of Toronto. However, it is not clear to me that recommendations 39, 40 and 41 reflect the correct way to deal with a problem which I believe to be a real one.

**Financial Accessibility.** I turn now to a discussion of financial accessibility to university. The report discusses this in the passage called "Financing of Post-Secondary Education in Ontario", and more especially in recommendations 63-69 (pp. 46-50). I am far from certain that the new system of public financing of institutions proposed in recommendation 61 is satisfactory.

I am particularly concerned with recommendation 64 which deals with a new student grant scheme. My first broad comment is that the Commissioners appear to have made no attempt whatsoever to evaluate OSAP, but merely to have taken it for granted that it should be replaced. I am not ready to agree that OSAP can or should be dismissed in such a cursory manner, nor were the writers of "Towards 2000", nor are the members of the Minister's Advisory Committee on Student Aid or of the Council of Ontario Universities.

I am also disturbed that no attempt has been made to cost the proposed new program, and that no mention is made

whether the scheme will be launched provincially without regard to what is happening in the rest of Canada.

I cannot follow the arguments for a 50-50 split in the cost of fees between students and the government, other than that the arithmetic is simple. Section 4 on page 43 produces two reasons neither of which I find convincing. This is surely a very quick and easy way of settling the long arguments about the private and public benefit of post-secondary education.

Again, the report seems to me to have completely evaded the question of "dependence" and "independence" in the passage discussing this on page 42. Another major problem settled by the report in a somewhat arbitrary way is that of the so called "negative dowry" which is discussed at the top of page 48. I do not think that this has been carefully or properly considered and while my first reaction is to agree with the Commissioners, I should like to be convinced that they had studied the question carefully.

Perhaps my most serious objection to the report is the almost cavalier way in which it is taken for granted that people from the lower income group are not discouraged by the prospect of borrowing money for an education. The section at the top of page 46 does not seem to me to be a very helpful addition to the lengthy debate on this complex topic. Perhaps it is really the case that one can only tackle this problem by efforts aimed at students at an early stage of their schooling. If so, I consider that the Commissioners should make some proposal as to what these efforts might be.

Moreover, the Commissioners seem to contradict themselves on this point as they then go on to say that students from the lower income groups should receive grants for their first three years of post-secondary education. Quite apart from this contradiction, it seems to me that the three-year period will mean that there is a very real risk that the lower income group students are likely to enter the CAATs. I say this for a number of reasons of which the most obvious is that no CAAT program is more than three years in length. If this is so, this will simply perpetuate the present problems in the universities where it is probably still the case that representatives of the higher income groups of society make up an undue proportion of the university population.

There are many arguments for and against loan schemes. These include emigration of the borrower out of the taxing jurisdiction, the difficulty if not impossibility, of explaining loan schemes adequately to students in grade 7, 8 and 9 and many other points. I do not think that the Commissioners have discussed this question at all extensively enough.

The implementation of the new scheme will present certain difficulties. Using the 1970 income figures, the report proposes that a student whose family income is \$10,000 per annum should pay half the full, i.e. unsubsidized cost of his education. This could mean, as an example, that a family with an annual take home income of \$8500 and with a son and daughter enrolled in a university engineering course and an applied health course at a CAAT would have to find \$2200 for fees alone, in addition to books, maintenance, etc. This seems an unreasonable amount.

Clearly this family would be much better off earning the gross of \$7500, and thus through less family effort and contribution to society make itself eligible for full grants, covering the total costs of the two children. This seems almost like a direct inducement to a family to earn no more than \$7500 per annum! It seems clear that the consequences of this somewhat black and white proposal have not been very carefully considered and that we must find some more gradual way in which to taper off the grants.

Recommendation 65 says that "the new financing scheme should be introduced gradually", and we may welcome this. On the other hand, recommendation 63 says that "all existing schemes of aid, bursaries, loans and grants for post-secondary students should be discon-

tinued in favour of the Commission's recommendations". Recommendation 63 ignores the need for a transition period to another form of student aid. I am also somewhat troubled by the discussion in the report of recommendation 65 where the Commissioners state "the reason for this recommendation is the uncertainty about the total effects of any new financial arrangements". If one were unkind, one could say that this meant that they did not really know what they were talking about in their financing proposals. I find no particular difficulty with the general principles covering the other recommendations on pages 46-50, but again many details of implementation require to be carefully determined.

Recommendation 9 in the report also concerns student awards and says that part-time and full-time students should be equally eligible for student assistance programs. The meaning of this is not clear. Does this refer to awarding tuition fees and full maintenance to part-time students or tuition fees and partial maintenance? If the latter, how do we calculate this?

For my own part, I would prefer to see a continuance of a program like the present OSAP program, which has the great virtue of being highly flexible. This might be modified to a program extending only over four years, and we might then proceed with a loan program of the type proposed by the Commissioners. I would agree completely with the Commissioners that there should be special forms of graduate awards. Clearly this complex report requires careful discussion.

ROBIN ROSS  
Vice-President and Registrar

## Dr Gerhard Herzberg to lecture here Feb 28

Dr. Gerhard Herzberg, of the National Research Council of Canada, who was awarded the 1971 Nobel Prize in Chemistry, will deliver a public lecture on "The Spectra of Hydrogen" in the Main Auditorium of the Medical Sciences Building at 3.30 p.m. on Monday, Feb. 28.

The lecture is sponsored by the Acting President of the University of Toronto and the Chairmen of the Departments of Astronomy, Chemistry and Physics and is primarily intended for students.

Dr. Herzberg says he intends to review the role that the spectra of hydrogen have played in the development of our understanding of the structure of matter and of the universe.

## EXHIBITIONS

McLaughlin Planetarium. "Above Mount Olympus". To April 9. Times: Tues. to Fri., 3 and 8 p.m. Sat., 2, 3.30, 7.30 and 9 p.m. Sun., 2, 3.30, 5 and 7.30 p.m.

Norman White: Electronic light sculpture. Erindale College. To March 1.

Jennifer Ann Oille: Paintings and drawings by a young Canadian artist, presently studying in London. Erindale College. To Mar. 15.

Watercolours by Ernst Bauen on view in Alumni Hall, Victoria College. To March 3. "Objets d'Art". Carvings and sculptures by George Stangl, New York sculptor, born in Czechoslovakia. Mineral Gallery, ROM. To Mar. 12.

Burnaby Print Show: 5th National Burnaby Print Show organized by the Art Gallery, Burnaby, B.C. Erindale College. Feb. 27-Mar. 21.

"Harvest '71". Display of textiles and costumes from various parts of the world. Textile Gallery, Second floor, ROM. To Feb. 29.

"Krieghoff and his Contemporaries". Total range of Krieghoff's work from 1844-1871 is presented in this exhibition. To March 13.

Hand-coloured plates from William Blake's illustrations to the 1790 edition of *Poems of Mr. Gray* on display in the Sigmond Samuel foyer and the Science and Medicine lobby of the University Library. Facsimiles exhibited are samples of the work of the Trianon Press, Paris, France. Until March 15.

Etchings — a five year survey by Ed Bartram. Victoria College, New Academic building. Until Feb. 26. Monday to Friday, 10 a.m. to 10 p.m. Saturday, 10 a.m. to 5 p.m.

## George Kerr is the new Minister of Colleges and Universities

The Hon. George A. Kerr is now Minister of Colleges and Universities, succeeding the Hon. John White, who has been assigned to another ministry in the Ontario government. The Department of Colleges and Universities has issued the following biographical details:

**OCCUPATION** — Lawyer.

**BORN** — Jan. 27, 1924, Montreal.

**MARITAL STATUS** — Sept. 1951 to former Merrydith Spicer of Nova Scotia, while both attending Dalhousie University Law School. Three children: Larry, Margo, Jamie.

**EDUCATION** — Attended public school in Montreal. Rothesay Collegiate School in N.B., 1933-42; U. of N.B., 1942-43 and 1949-50; Dalhousie Law School, 1950-53, where he received Bachelor of Laws degree. Called to Ontario Bar 1955. Received Q.C. 1967.

**RELIGION** — Member of Knox Presbyterian Church, Burlington.

**SPORTS & HOBBIES** — Curling, skiing, swimming, sailing.

**AFFILIATIONS** — Nova Scotia Barristers' Society; Law Society of Upper Canada; Halton County Law Association, and Canadian Bar Association.

**POLITICS** — Burlington Town Council, 1955 & 1956, 1962 & 1963 — served as chairman of finance committee and business development committee — also served on public works and planning committees and recreation commission; vice-president and director, Burlington Chamber of Commerce 1961; secretary, Burlington Kinsmen Club, 1960; treasurer, Halton County Progressive Conservative Association, 1960-63.

**LEGISLATIVE EXPERIENCE** — First elected to Ontario Legislature for Halton West in general election Sept. 25, 1963. During 1965 session was chairman of standing committee on government commissions. In 1966 was chairman of standing committee on municipal affairs. Has served on standing committee dealing with education, labour, health and legal bills. In 1964 was appointed a member of the select committee dealing with consumer credit. In 1965, appointed to the select committee on conservation authorities and water resources. In June 1969, he was appointed Minister of Energy and Resources Management. In February, 1972, appointed Minister of Colleges and Universities.



# COMING EVENTS

## FEBRUARY

### 25 FRIDAY

Conference  
*Ch'ing Novel*

Two-day conference on Chinese novels written during the first decade of this century — the late Ch'ing novel. Sunroom, Falconer Hall, 84 Queen's Park Crescent. Feb. 25 and 26. Free (East Asian Studies)

### 26 SATURDAY

Lecture

"The Influence of Colour. Colour — how our Eyes and Minds Respond". Prof. W. E. Carswell. Convocation Hall. 8.15 p.m. Free (Royal Canadian Institute)

### 27 SUNDAY

Music

Concert Series. Baroque Concertos. Robert Aitken, flute; Melvin Berman, oboe; Anton Kuerti, piano and Victor Martin, violin. Concert Hall, Edward Johnson Building. 3 p.m. Tickets \$2 and \$3.

Films

"Canon" "The Times of Man". ROM Theatre. 2.30 p.m. Free with Museum admission.

Service

Massey College Vespers Service. Music by Tomkins, Patrick and Pelham Humphrey (edit. by Giles Bryant). Chapel. 5 p.m. Visitors welcomed.

### 28 MONDAY

Lectures  
*Science*

"The Spectra of Hydrogen". Dr. Gerhard Herzberg, Nobel Laureate in Chemistry, 1971. Medical Sciences Auditorium. 3.30 p.m. (President, U of T, Astronomy, Chemistry and Physics)

*Medicine*

"Coronary Arteriosclerosis and Myocardial Infarction". Dr. Georgio Baroldi, Department of Pathology, University of Milan. Academy of Medicine, 288 Bloor Street West. 8.30 p.m. (SGS and Pathology)

*Drama*

"The Berliner Ensemble at Work" with film excerpts. W. Hecht, Director, Brecht Theatre, East Berlin. Discussion follows. 203 McLennan Physical Laboratories. 8 p.m. (SGS and German)

Music

Organ recital by Dr. Charles Peaker, with Margaret Hammond, contralto. Convocation Hall. 5.05 p.m.

### 29 TUESDAY

Debate  
*Wright Report*

Open debate between Principal John Robson and Prof. Arthur Kruger and two members of the Commission on Post-secondary Education, Dr. Reva Gerstein and Dr. Douglas Wright. Medical Sciences auditorium. 11.10 a.m. to 1 p.m. (U of T Faculty Association)

Lectures

"Underwater Research in Canada". Dr. Joseph B. MacInnis. Room 292 Erindale College. 3 p.m.

*Astronomy*

"Infrared and Optical Observations of Young Stellar Objects". Dr. S. E. Strom, Department of Earth and Space Science, State University of New York, Stony Brook. David Dunlap Observatory. 4 p.m. (SGS and Astronomy)

*Planning*

"Land Policy". Prof. L. O. Gertler, School of Urban and Regional Planning, University of Waterloo. 622 Sidney Smith Hall. 4 p.m. (SGS and Geography)

*Italian Literature*

"La sesta giornata del Decameron: parola e realtà". Prof. Franco Fido, Brown University. 1022 Sidney Smith Hall. 4.15 p.m. (SGS and Italian and Hispanic Languages and Literatures)

*London*

First of two illustrated lectures on Dickens's London by Dr. D. D. C. Chambers. "Poor Jo's Circuit". 241 Larkin Building, Trinity College. 5 p.m. (Trinity College)

*Philosophy*

"Existential Assumptions in Late Mediaeval Logic". Prof. Jennifer Ashworth, Department of Philosophy, University of Waterloo. Combination Room, Trinity College. 8 p.m. (SGS and Philosophy)

Seminar  
*Medicine*

"The Functional Localization of Psychological Processes in the Cerebral Hemispheres of Normal and Brain Damaged People". Dr. M. Moscovitch. 2172 Medical Sciences Building. 5-6 p.m. (Toronto Neurological Society and Neuroscience Committee)

Film

"Mutter Courage and Ihre Kinder", documentary film with English sub-titles. Production of the Berliner Ensemble. Introduced by W. Hecht. Discussion follows. 203 McLennan Physical Laboratories. 8 p.m. (SGS and German)

Music

Noon Hour Concerts. William Perry, baritone. Concert Hall, 273 Bloor Street West. 12.15 p.m. Free. (Royal Conservatory)

## MARCH

### 1 WEDNESDAY

Lectures  
*London*

"Fashionable Streets and Unfashionable Suburbs". (Dickens's London). Dr. D. D. C. Chambers. 241 Larkin Building, Trinity College. 5 p.m. (Trinity College)

*World Politics*

"The Soviet Union, Germany and the West". Richard Lowenthal, Professor of Political Science, Free University of Berlin. Medical Sciences Auditorium. 8.15 p.m. (Russian and East European Studies, ISP and Goethe Haus)

### 2 THURSDAY

Lecture  
*France*

University College Series — "The Image of the Turk in France in the Age of Louis XIV". Prof. C. D. Rouillard. West Hall, U.C. 4.10 p.m. Coffee, 3.30 p.m.

Seminar  
*Communism*

"Comparative Communism — Leadership and Masses". Prof. Richard Lowenthal. 3050 Sidney Smith Hall. 4 p.m. (Russian and East European Studies, ISP and Goethe Haus)

Film

Chilean film "The Jackal of Nahueloro". Medical Sciences Auditorium. 7.30 p.m. \$1.50 (Latin American Studies Committee, ISP)

### 3 FRIDAY

Colloquium  
*Chemistry*

"The Role of Episulfonium Ions in the Reactions of Bivalent Sulfur-containing Organic Compounds". Prof. G. H. Schmid. 158 Lash Miller Chemical Laboratories. 4 p.m. (Chemistry)

### 4 SATURDAY

Lecture

"Energy and Survival". Leonard Bertin, Science Editor, University of Toronto News Bureau. Convocation Hall. 8.15 p.m. Free. (Royal Canadian Institute)

### 5 SUNDAY

Films

"Blades and Pressure Flaking". "The River" and "Circadian Rhythms". ROM Theatre. 2.30 p.m. Free with Museum admission.

### 6 MONDAY

Music

Organ recital by the Rev. Donald Gillies, with Mimi Gillies, soprano, and William Spady, trumpet. Convocation Hall. 5.05 p.m.

### 7 TUESDAY

Meeting  
*Wright Report*

Lectures  
*Literature*

University-wide discussion of selected sections of the Wright Report. Convocation Hall. 3 p.m.

The Alexander Lectures — "Mannerism: An Inclusive Art Form". Prof. Roy Daniells, University of British Columbia. March 7 to 9 inclusive. West Hall, University College. 4.30 p.m. (UC)

Continued overleaf

## Graduate enrolment, staff needs are dealt with in CUO brief

The Council of Ontario Universities has presented a brief, *Graduate Enrolments in Relation to Requirements for Academic Staff in Ontario Universities*, to the Ontario Committee on University Affairs.

Continuing questions and concerns raised about the steady expansion of various graduate programs, the numbers and influence of non-Canadian university teachers, and the alleged "overproduction" of graduate degrees in Canada prompted the assemblage of this brief. More recently, the Ontario Government's cutback in numbers of graduate fellowships and limitations on the permissible amount of earnings for graduate students appears to have contributed to a dampening of enrolment growth.

The maximum impact of curtailment decisions based on various forecasts will be felt 4-5 years later among Ph.D. students. Restrictive policies applied in the next few years to meet the problems of an alleged surplus of graduate degree holders may cause a deficit of such holders by 1980, a deficit which, as COU has argued, could not then be corrected until 1984-85.

The COU brief urges that any surplus which may now exist be viewed "not as a surplus in the real sense but a reservoir of talent which should be allocated to the many problems of a public policy nature facing our Canadian society." Any overreaction to "alarmist" reports might intensify normal imbalances between supply and demand of highly qualified manpower, and upset the market which already appears to be operating in the direction of reduced intake of Ph.D. seekers.

Ontario universities at present have an adequate supply of junior Canadian staff in most disciplines, but have found a serious shortage of experienced senior Canadian academics for teaching, research and administrative positions, especially in the social and health sciences.

Because the results obtained from forecast models are dependent on policy, COU advances certain principles which it feels should govern the development and application of policy in the field of graduate studies:

Government should be primarily concerned with the overall provincial scale of financial support for graduate work, not with the details of the distribution of that graduate work amongst the universities.

Government should be concerned with the amount of support to be provided for graduate students, not with the absolute number of students.

Government should avoid heavy-handed measures if it chooses to decrease or increase the flow of support for graduate studies. Sharp fluctuations are likely to produce damaging long-term effects.

Forecasts and the results of regular reviews should be published, so that individuals and individual institutions can consider their responses to the trends.

Forecasts need annual re-examination. Both the employment market and enrolment patterns should be constantly reviewed. National forecasts would be

more valuable than provincial forecasts.

COU feels that certain kinds of policies follow from these principles:

Government should decide upon an overall number of graduate students for whom it is prepared to provide support.

The number of graduate students selected by the government for support should be related to the total number of honours baccalaureates or equivalent awarded in Ontario.

Preparation of forecasts should be the responsibility of a federal agency.

Support should continue to be provided both to the student and to the institution in which he is enrolled.

Graduate student support should be viewed not as student aid but as scholarships necessary to attract the best students to Ontario universities.

The bulk of scholarship support should be awarded on the basis of provincial competition.

Allocation of scholarships should apply only to broad groups of disciplines. They should not apply in general to individual universities.

Scholarship allocations, both for total graduate support and for support by grouping of disciplines, should be updated annually on the basis of updated demand projections.

The above policies suggest the establishment of a new form of fellowship competition in lieu of the OCF Program. No new scheme should be introduced before the 1973-74 academic year.

A final note to this summary of the brief concerns the employment of students awarded Ph.D.s in 1970-71 in Canada. Figures are supplied in the brief for students graduating in humanities, social sciences (excluding education), physical sciences (including mathematics), engineering, life sciences, and health sciences. In most cases, the student was interviewed when he submitted his thesis. At that time only 6% of those graduating had not already obtained employment; that figure would now be lower. The brief asks:

What of the future, and of responses to the general belief that there is an over-production problem? One danger is a drop in new enrolments (not just a drop in the rate of growth, but an actual decrease in numbers), followed in a year or two by a belief that jobs are going to be easy to find again, with a resultant increase in enrolment — in short, a periodic fluctuation possibly involving increasing extremes.

The most disturbing thing is that in Ontario, presumably in part due to students' perceptions of the economic situation, and in part due to the drastic cut in various forms of student support, it is clear that the master's enrolment in 1971-72 is less than in 1970-71 in every field except the Medical Sciences. . . . Careful analysis of where these decreases occur, and a knowledge that the full impact of the support reduction is not yet apparent since it does not apply to students "in course", lead to the conclusion that the Ph.D. intake in these subjects will be down very markedly for 1972-73 unless there is a carefully devised student support program.

## U of T members invited to host summer cross-cultural visitors

Members of the University community are asked to take into their families for four or six weeks students attending the English Language Summer School here. They will be largely from Quebec, but also from several foreign countries. Their common objective will be to learn to communicate accurately and effectively in English within an English-speaking cultural framework.

The language-learning experience of the classroom is both enriched and reinforced through daily, natural use of the language in social and cultural settings. For this reason, it is valuable for these students to meet and, where possible, live with English-speaking Canadian families.

While students will pay for room and

board, it must be stressed that the circumstances require that their hosts accept them as members of the family, sharing meals and (to the extent possible) social relationships in a way that will provide a first-hand appreciation of English Canadian life-style, in addition to the more obvious benefit of increased opportunity to use English.

For details write or telephone Mrs. M. Jaffary, Director, Housing Service, U of T, 49 St. George St. (928-2542).

### EXHIBITION

"Sculptures in Cloth". Large and varied collection of cloth dolls, constructed and outfitted by Mrs. Pearce, winner of Holland's doll making competition. Children's Gallery, ROM. To Mar. 21.



# Existing pensions raised; benefit plans are revised

All persons who retired in service from the University prior to July 1, 1970, will receive a boost in their pension, effective May, 1972. The pension increases will range from 2% for those who retired in 1970 to a maximum of 36% for those who retired in 1950 or prior. The same rate of increase will also apply to widows' pensions. The amount of the increase is related to the increase in the cost of living (Consumer Price Index) since the person went on pension, but such increase is limited to 2% in any one year in accordance with legislative requirements.

A. G. Rankin, Executive Vice-President (Non-Academic) announced that the Board of Governors approved a number of significant changes in the University's staff benefit plans. These changes have been the subject of much study in the past several months. The proposed changes were made known to the Faculty and Staff Associations and their suggestions and reactions were taken into account.

One major improvement concerns the up-grading of pension benefits on termination. Heretofore, termination benefits were interpreted strictly in accordance with one's membership in prior plans; now, benefits relating to membership in prior plans will be interpreted under the terms of the 1966 Plan, that is, they will be related to a final average salary instead of average career earnings. This removes one of the impediments to mobility.

The changes in the Benefits Plans are summarized below. A considerable amount of work remains to be done before these changes can be put into effect. The target date for the introduction of the changes is May 1, 1972. In due course, members of the staff will receive revised brochures reflecting these changes.

## PENSION PLAN FOR ACADEMIC AND ADMINISTRATIVE STAFF

### 1 — Participation

Participation in the Pension Plan will be compulsory for new staff members. Exemption will be considered only where satisfactory evidence of alternate pension coverage is provided.

### 2 — Withdrawal of Contributions on Termination of Service

Contributions may be withdrawn on termination of service in conformity with Provincial pension legislation; that is, a terminating staff member who has not attained age 45, and who does not have 10 or more years of continuous service, may withdraw his contributions with interest.

### 3 — Early Retirement

Early retirement on pension is available to plan members at any time after age 55 provided the member has had 5 years of full-time pensionable service. The pension payable will be subject to a reduction of 5% for each year in advance of age 65 in lieu of actuarial reduction.

### 4 — Discontinuance of Pension Contributions after Age 65

Regular contributions to the Pension Plan by the University and the member will be discontinued upon attainment by the member of age 65, but additional voluntary contributions may be made by the member while he remains on staff, but not beyond age 68.

### 5 — Terminated and Deceased Members of the Plan

Where a staff member who has terminated and taken a deferred annuity dies before commencement of that pension — normally at age 65 — interest calculations in relation to the refund of his contributions will be made to the date of death.

### 6 — Transfer of Funds from Other Pension Plans

Transfers of funds from other pension plans will be accepted on terms which require that they be locked in and not subject to cash withdrawal. This feature will permit some new staff members to retain their equity in employer contributions to their previous pension plans.

### 7 — Upper Limit of Employee Contributions

Employee contributions to the Pension Plan will be limited to the maximum amount allowable for income tax deductions.

### 8 — Application of 1966 Plan Formula to Prior Plan Benefits for Paid-up Pension on Termination

When a member of the Pension Plan terminates his service prior to normal retirement age and takes a deferred life annuity, his service benefit under pension plans prior to the 1966 plan will be calculated on the final average salary basis rather than the present career average salary basis.

## AUGMENTATION OF PENSIONS

Pensions presently being paid to those retiring in service in 1970 or prior will be augmented on the basis of a formula related to the annual percentage increase in the Consumer Price Index, with the annual increase being limited to 2% in accordance with Department of National Revenue regulations. The percentage increase will apply for each year from 1970 back to 1950, which is taken as the base year. The pension augmentation will also apply to widows' pensions now being paid.

## GROUP LIFE INSURANCE PLAN

### 1 — Eligibility

At present only members of the Pension Plan for Academic and Administrative Staffs are eligible to participate in the Group Life Insurance Plan. The Group Life Insurance Plan will now be available to all salaried staff.

### 2 — Coverage

Full-time staff will receive basic insurance coverage of \$1,000 without cost. They will be eligible for additional coverage amounting to 3 × annual salary inclusive of the basic \$1,000. Selection of this additional coverage is at the option of the individual. The cost to the member of the optional insurance has been set at 30 cents per \$1,000 of insurance, per month.

Part-time and sessional staff will receive basic insurance coverage of \$500 without cost. There are no options available in this group.

The above coverages apply equally to academic and administrative staff whether male or female.

### 3 — Maximum Coverage

The maximum coverage available is increased from the present \$45,000 to \$150,000.

### 4 — No Decrease in Coverage after Age 45

Full insurance coverage based on salary is available to age 65. The present reduction in coverage between age 45 and age 65 is eliminated. During service after age 65 only the basic no cost insurance applies.

### 5 — Post-Retirement Coverage

For those retiring after July 1, 1972, the post-retirement coverage feature is withdrawn.

### 6 — Total and Permanent Disability Coverage

This feature which was available only to those not eligible to participate in the Long Term Disability Insurance Plan is withdrawn.

### 7 — Participation

The basic no-cost insurance applies automatically to all eligible staff. The election of additional coverage is entirely optional.

### 8 — Commencement of Coverage

Present members of the staff who are now members of the Group Life Insurance Plan or who are now eligible to participate will be advised of their status under the Plan and given the opportunity of declaring their preference regarding the optional

coverage feature. For new staff members both the basic and optional coverage will be available on appointment to the staff. The optional coverage will be effective on the first day of the month in respect of which an authorized deduction can be made.

### 9 — Change of Coverage

The optional coverage must be taken when initially offered or within two months of changed status such as marriage. If this is not done the carrier will require evidence of medical insurability before approving subsequent election of higher coverage. The optional coverage may be cancelled by the member at any time, but a subsequent request to reinstitute the optional coverage will require evidence of medical insurability as above.

## LONG TERM DISABILITY INSURANCE PLAN

Up to the present this Plan has been available only to members of the Pension Plan for Academic and Administrative Staff. It is now proposed to make this benefit available to all full-time salaried staff.

## School of Business will become Faculty of Management Studies with John Crispo as first Dean

As part of a general revitalization and upgrading of its stature, the School of Business at the University of Toronto has been given the status of faculty — the Faculty of Management Studies — and its head will be termed Dean instead of Director, as of July 1.

Approval of these changes has been given by the Board of Governors and the Senate of the University at the request of Prof. John Crispo, the acting Director, who recently was appointed Director, effective July 1 next. Prof. Crispo succeeds Prof. O. Warren Main, who retired from the position of Director last June 30 in order to return to full-time teaching in the School.

The change in name was recommended by the teaching staff of the School in a report on its future prepared at the request of the Board of Governors last year. The faculty submitted several major recommendations designed to make U of T's School of Business "Canada's leading business school" and to start it on "the path to become an outstanding business school by international standards". There is no graduate school of business of this calibre in Canada today, the report said. But the University of Toronto "is in a better position than any other university in this country to develop this type of school", it continued,

and "already has a firm foundation upon which to build a leading school."

As a major step in that direction, the faculty recommended that "the School should remain exclusively a graduate school of business, but with far more autonomy than it now enjoys. Indeed, we believe it should become a faculty with a status similar to that of the Faculty of Law . . . the head of the School should be designated a Dean rather than a Director. This would provide him with a title and rank equivalent to those of his counterparts in virtually all other leading business schools in North America."

The School of Business has a current enrolment of 520 students, in a one year program leading to a Diploma, in a two year program leading to the degree of Master of Business Administration, and in a program leading to the degree of Doctor of Philosophy which is research and theory oriented for university teaching and advanced staff positions in industry and government. The School offers many Executive programs for those now in middle and senior management positions. It works closely with the University's Department of Political Economy and with the Centre for Industrial Relations and the Institute for the Quantitative Analysis of Social and Economic Policy.

## COMING EVENTS

### MARCH Continued from page 11

#### 9 THURSDAY

Lectures  
*Medicine*

*Environment*

Seminar

Music

"Antigen Recognition Mechanisms". Dr. W. E. Paul, National Institute of Allergy and Infectious Diseases, Bethesda. 2172 Medical Sciences Building. 4 p.m. (SGS and Biochemistry)

"Management of Agricultural Wastes in the Rural Environment". Drs. P. H. Jones and N. K. Patni. 211 Mill Building. 4 p.m. (Environmental Sciences and Engineering)

"Internal Friction Measurements at Low Temperatures in Palladium-Hydrogen Alloys". Prof. F. W. Manchester. 116 Wallberg Building. 4 p.m. (Materials Research Centre)

Dorian Woodwind Quintet. Canadian premiere of Berio's *Opus Number Zoo*. Concert Hall, Edward Johnson Building. 8.30 p.m. \$3, students \$2.

#### 10 FRIDAY

Lecture  
*Social Responsibility*

Seminar  
*Medicine*

"Social Responsibility in a Technological Age". Prof. Edwin Layton, Division of Special Interdisciplinary Studies, Case Western Reserve University, and 1971 winner of the Dexter Prize awarded by the Society for the History of Technology for the best book of the year. 102 McLennan Physical Laboratories. 1.10 p.m. (IHPST and Varsity Fund)

"Antigen-Binding Receptors on Immunocompetent Cells". Dr. W. E. Paul. 5227 Medical Sciences Building. 10 a.m. (SGS and Biochemistry)

#### 11 SATURDAY

Symposium  
*Genetics*  
Lecture

"Genetics and the Future of Man" — University College Alumnae 1972 Symposium. Hart House. From 10 a.m.

"Take Your Wife to China". Prof. J. Tuzo Wilson. Convocation Hall. 8.15 p.m. Free. (Royal Canadian Institute)

#### 12 SUNDAY

Films

"The Ancient Egyptians", "Masters of the Desert", "Life As It Flows". ROM Theatre. 2.30 p.m. Free.

#### 13 MONDAY

Music

Organ recital by Russell Crimp. Convocation Hall. 5.05 p.m.

#### 14 TUESDAY

Seminar  
*Medicine*

Music

"Studies on Arterial Oxygenation in the Microcirculation". Dr. Hart Schutz, University of Pennsylvania. Osler Hall. 5-6 p.m. (Toronto Neurological Society and Neuroscience Committee)

John Dembeck, violin and Anne Drake Dembeck, piano. Concert Hall, 273 Bloor Street West. 12.15 p.m. Free. (Royal Conservatory of Music)